

# Developing Data Standards for Course Information

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# Presentation Overview

Current Initiatives to Develop Common Standards

Importance of Including Transcript Data in SLDSs

Course Coding Systems

- Classification of Secondary School Courses (CSSC)
- Secondary School Taxonomy (SST)
- School Codes for the Exchange of Data (SCED)

Transcript information to include

Challenges

For more information...

# Current Initiatives to Develop Common Standards

## Common Core State Standards

- State led – coordinated by NGA Center and CCSSO
- Aligned with college and work expectations
- Adopted by 45 states
- Currently English Language Arts and Mathematics standards

## Common Education Data Standards

- A national collaborative effort to develop voluntary, common data standards for a key set of education data elements
- A vocabulary including standard definitions, option sets & technical specifications to streamline sharing and comparing
- Supports the sharing and comparing of high quality data within and across P-20 sectors

# Importance of including transcript data in SLDSs

## 1. Create administrative efficiencies

- Ease transfer of transcripts
- Ease submission of transcripts
- Develop common course codes and definitions

# Importance of including transcript data in SLDSs

## 2. Support student preparation for college and career

- Provide counselors, students, and parents with early information on student coursetaking
- Show students their progress toward college and career goals
- Use as a vehicle to provide additional information about high school graduation, and college and career requirements

# Importance of including transcript data in SLDSs

## 3. To inform policy and practice

- Provide information on average number of course credits earned, GPA, etc.
- Track trends in course taking patterns and student performance
- Identify any gaps in course taking
- Enable access and electronic transfer of information

# Classification of Secondary School Courses (CSSC)

The CSSC provides a common course coding system for all NCES transcript studies

It is a modification of the college course classification system presented in the Classification of Instructional Programs (CIP)

Courses are assigned unique codes and a hierarchical listing of courses by subject is provided

# Classification of Secondary School Courses (CSSC)

A “living document” adaptable to adding and retiring course codes

Contains over 2,200 course codes

- 1994 -- 18 new codes were added
- 1998 -- 83 new or revised codes mainly due to computer science courses
- 2000 -- 2 codes were added (1 science, 1 computer-related studies)
- 2005 - 18 codes (5 AP and IB courses)
- 2009 - 100 codes (IB, AP, advanced functions and modeling, biotechnology, Oracle, robotics, etc.)

# CSSC Course Coding

Course coding is based on school catalog descriptions,  
not course titles

**A three-level, six-digit system for classifying courses:**

- the first two digits identify the main program area;
- the second set of two digits represents a sub-category of courses within the main program area;
- the last two digits are associated with the specific high school courses within each of the main and sub-categories.

# CSSC Course Coding

## Example: 270404 - Algebra 1 in the Mathematics Subject Field

- 27XXXX defines the main program of Mathematics.
- 2704XX defines the main program of Mathematics and the sub-grouping of courses related to Pure Mathematics.
- 270404 defines the main program as Mathematics, the sub-grouping of courses in Pure Mathematics, with a specific course in Algebra 1.

# Secondary School Taxonomy (SST)

Based on the CSSC

Distinguishes academic coursework from vocational and separates both from other types of coursework

Divides coursework into 4 curricula: Academic, Vocational, Enrichment/other, and Special Education

Allows for analysis of trends in large categories of course taking

# School Codes for the Exchange of Data (SCED)

SCED is designed for use in student record systems, transcripts, and reporting by school districts and state education agencies

The SCED coding structure has four basic elements that were derived from the SNCCS:

- (1) course description,
- (2) course level,
- (3) available credit, and
- (4) sequence.

Each element imparts different, but complementary, pieces of information about the particular course being offered. Taken as a whole, these elements can be used to “map” SCED-coded courses to the CSSC.

# **Transcript Information to Include**

**HSTS' Golden Transcript Specifications**

**Data Quality Campaign – Element 6**

**School Interoperability Framework Association**

# Challenges

## Deciding on the purposes of transcript data

- Determine your state's priorities
- Identify needs to collaborate with other entities

## Defining the key transcript data elements

## Deciding on which course classification system to use

- Develop or adopt standardized course codes
- Map local courses to state codes to CSSC

## Designing a system that addresses every purpose

- Meet primary users' needs
- Ensure compatibility with secondary users and partners (LEAs, Federal agencies, colleges/universities)

## For more information

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[http://nationsreportcard.gov/hsts\\_2009](http://nationsreportcard.gov/hsts_2009)

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